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ABSTRACT

This report is an interim statistical report, addressing characteristics of the Starting Points Preschool Program in Louisiana, and containing information on children who were enrolled in 1993-94. The Starting Points Preschool Program was initiated in 1992-93 through the United States Child Care and Development Block Grant Act of 1990 in order to improve the availability, affordability, and quality of child care services. Federal regulations associated with this program require that both parents or guardians of the children be working or enrolled in job training or education programs and that families meet a household income requirement. The purpose of the Starting Points Preschool Program is to provide quality early childhood education services to children who meet the two previously stated federal criteria, as well as three state-specified criteria of age, at-risk status, and parent or guardian agreement to participate in program activities. Following an introduction that includes tables on program funding and participation, the report presents tables of data in six categories. The six categories are: (1) applicant information; (2) enrollment data and characteristics of classes; (3) demographic characteristics of the Starting Points participating children; (4) eligibility criteria and parent or guardian data; (5) parental involvement; and (6) program assessment data. Each of these sections includes a summary statement. A final summary of the report includes tables on program characteristics and on comparison of the programs 2 years of operation. Four appendices contain correspondence, pages from the program's guidelines for application, program regulations, and a copy of the project survey. (TJQ)

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# 1993-94 STARTING POINTS PRESCHOOL PROGRAM EVALUATION REPORT PART I: PROGRAM DESCRIPTION

PREPARED BY
THE BUREAU OF EVALUATION
OFFICE OF RESEARCH AND DEVELOPMENT
LOUISIANA DEPARTMENT OF EDUCATION

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MAY 1994

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# INTRODUCTION

The Starting Points Preschool Program was initiated in 1992-93 through the U. S. Child Care and Development Block Grant Act of 1990 (Act 658, or the Block Grant Act) in order to improve the availability, affordability, and quality of child care services. Federal regulations associated with this program require that both parents/guardians of the children be working and/or enrolled in job training/education programs and that families meet a household income requirement. As administered by the Department of Education, the purpose of the Starting Points Preschool Program is to provide quality early childhood education services to children who meet the two previously stated federal criteria, as well as three state-specified criteria of age, at-risk status, and parent/guardian agreement to participate in program activities.

In Louisiana, the lead agency for administering the Block Grant is the Department of Social Services. However, the Department of Socia' Services has transferred to the Department of Education, the authority to administer Block Grant funds in order to expand early childhood development programs, and before- and after-school care programs. During the 1992-93 school year, Block Grant funds in the amount of $3,362,922 were allocated to implement the Starting Points Preschool Program. The Program is continuing during the 1993-94 school year, with the allocated funds from the Block Grant remaining at the initial year level.

At the request of the Bureau of Elementary Education, the Bureau of Evaluation has conducted evaluation studies of the Starting Points Preschool Program since its inception in 1992-93. Baseline information concerning the local programs, as well as characteristics of the eligible children has been collected. At this time, a longitudinal study of the children eligible for the 1992-93 Program is also in progress, with a technical report being developed to present the findings.

The present document is an interim statistical report, addressing characteristics of the 1993-94 Program, and containing information on the children who were enrolled as of October 1, 1993. A similar report was prepared for the 1992-93 Program. In this Introduction, findings from earlier reports, as well as information obtained from other data sources, are used to describe the implementation of the Starting Points Preschool Program in both the 1992-93 and the 1993-94 school years.

As a first step towards program implementation, the Department of Education announces the Starting Points Preschool Program and requests that interested systems notify the Department of their intention to participate. Those systems interested in offering local programs receive application materials, a budget package, and a copy of the program regulations. As part of the process, assurance statements are signed by local program administrators relative to adherence to all program regulations, as well as to reporting requirements of the Department of Education.

Applications for program funding are then reviewed by Bureau of Elementary Education staff. Each system that receives approval for funding is notified of the allocation for the system. Participating systems begin implementing classes and submit a completed budget package and other documents to the Bureau of Elementary Education. The timelines for each program year are shown below.

| SUBMIT TO DEPARTMENT | 1992-93 DUE DATES | 1993-94 DUE DATES |
|---|---|---|
| Intent to participate | June 19, 1992 | May 14, 1993 |
| Application for funding | July 8, 1992 | August 13, 1993 |
| Budget materials and other documents after receiving allocation notification | (No date given) | October 1, 1993 |

Block Grant funds were allocated to implement the program in the 42 public school systems who elected to participate during the 1992-93 school year. Each system was notified of funding by July 24, 1992. In the 1993-94 school year, 41 of these public school systems continued to offer the Starting Points Preschool Program, with three additional public school systems, as well as one nonpublic school, being added. Each system was notified of the 1993-94 funding by July 30, 1993. An overview of program funding from the Block Grant is presented in Table 1.

As illustrated in the table, due to increased enrollment levels, the per-pupil allocation provided through the Block Grant was effectively reduced from $2,942.19 in school year 1992-93, to $2,751.98 in 1993-94. Over the same period, the per-pupil contact-hour allocation decreased proportionately from $2.72 to $2.55.

However, in order to provide early childhood services to the maximum number of at-risk four-year-olds during 1993-94, participating school systems were allowed to combine monies from various federal, state, and local sources to fund such classes. Thus, for 1993-94, early childhood classes could include Starting Points participants, as well as children who are funded by other types of early childhood programs. If a class is funded through a combination of two or more funding sources, the class is said to be "prorated," in accordance with the number of children served by each program.

As of October 1, 1993, children who were identified as eligible for the Starting Points Preschool Program were being served in 83 early childhood classes. Fifty of these classes served only children who were funded by the Starting Points Preschool Program, while the remaining 33 classes were prorated.

As of October 1, 1993, the total enrollment of these 83 classes was reported as 1,593 children. The Starting Points Preschool Program funded 1,222 of these children, while the Model Early Childhood Program funded 165 children. The Chapter 1 Preschool

TABLE 1. AN OVERVIEW OF PROGRAM FUNDING, 1992-93 THROUGH 1993-94
THE STARTING POINTS PRESCHOOL PROGRAM

| PROGRAM YEAR | TOTAL ALLOCATION | OCT. 1st ENROLLMENT | TOTAL NO. OF CONTACT HOURS[1] | PER-PUPIL ALLOCATION[2] | PER-PUPIL CONTACT-HOUR ALLOCATION[3] |
|---|---|---|---|---|---|
| 1992-93 | $3,362,922 | 1,143 | 1,234,440 | $2,942.19 | $2.72 |
| 1993-94 | $3,362,922 | 1,222 | 1,319,760 | $2,751.98 | $2.55 |
| SUMMARY[4] | $6,725,844 | 2,365 | 2,554,200 | $2,843.91 | $2.63 |

1 The total number of contact hours is obtained by multiplying six hours of instruction per day by 180 days in a school year, with the product multiplied by the number of children enrolled in the program year.

2 The per-pupil allocation is computed by dividing the total allocation for the year by the number of children enrolled.

3 The per-pupil contact-hour allocation is computed by dividing the total allocation for the year by the total number of contact hours.

4 In the summary row, the total allocation, the October 1 enrollment, and the total number of contact hours are totals across both program years. These summary totals were used to compute the "average" per-pupil allocation and the "average" per-pupil contact-hour allocation as shown in the last two entries of the summary row.

Program funded 161 children, and Special Education funded 2 children, with the remaining 43 children being funded by "Other" programs. In Table 2, a summary of system, school, and child participation is presented for the two years during which the Department of Education has administered the Starting Points Preschool Program.

As illustrated in the table, from 1992-93 to 1993-94, increases were observed in the number of classes that served Starting Points children (from 62 to 83 classes), the number of participants funded by the Starting Points Preschool Program (from 1,143 to 1,222 participants), and the number of participating schools (from 57 to 76 schools). After October 1, 1993, two additional classes were implemented. The comparative data stated above do not include these two classes because they were not yet in place on the reporting date (October 1, 1993).

As noted in the program regulations, the local Starting Points Preschool Programs must "adhere to the developmental philosophy as outlined by the National Association for the Education of Young Children. Inherent in this philosophy is the provision of a child-centered program directed toward the development of cognitive, social, emotional, communication, and motor skills in a manner and at a pace consistent with the needs and capabilities of the individual child." (Starting Points Preschool Program, Program Regulations, 1993-94, Appendix C.) Early Childhood Coordinators, who are employed by the participating systems, are responsible for ensuring that local programs are implemented in accordance with federal and state regulations.

In order to participate in the Starting Points Preschool Program, parents/guardians must first request services through application at the local level. An application form is completed for each child, and documentation is provided relative to both household income and parent/guardian employment and/or involvement in job training/education

TABLE 2. AN OVERVIEW OF PARTICIPATION, 1992-93 THROUGH 1993-94
THE STARTING POINTS PRESCHOOL PROGRAM

| PROGRAM YEAR | TOTAL NO. OF CLASSES | OCT. 1st ENROLLMENT | NO. OF PUBLIC | | NO. OF NONPUBLIC[1] | |
|---|---|---|---|---|---|---|
| | | | SCHOOLS | SYSTEMS[2] | SCHOOLS | SYSTEMS[2] |
| 1992-93 | 62 | 1,143 | 57 | 42 | 0 | 0 |
| 1993-94[3] | 83 | 1,222 | 75 | 44 | 1 | 1 |

1 In the summary tables throughout this report, the participating nonpublic school is treated as a school system.

2 Of the 42 public school systems that served at-risk four-year-old children through the 1992-93 Starting Points Preschool Program, 41 public school systems also participated in the 1993-94 Program. During the 1993-94 school year, three additional public school systems and one nonpublic school received funding for their first year of participation.

3 Table 2 contains information as of October 1, 1993. After that date, two classes serving 26 children were added to the 1993-94 Starting Points Preschool Program. Data concerning these additional classes are not reflected in Table 2 because the classes were not yet in place on the reporting date (October 1, 1993).

programs. Coordinators reported that a total of 2,299 applications were received for the 1993-94 Program.

According to program regulations, each child selected as a participant must meet all five eligibility criteria (two federal, and three state criteria). To determine those children who are at-risk, as indicated by test results, local personnel administer state-approved screening tests to the applicants. Based upon information provided by the parents/ guardians, as well as screening test results, a decision is made at the local level, concerning the eligibility status of each applicant.

Coordinators reported that 1,473 children (or 64.1% of all applicants) were identified as eligible for the 1993-94 Program. In the previous school year, 1,229 applicants had been deemed eligible for the 1992-93 Program. In addition to this initial determination of eligibility, federal regulations require that the eligibility status of each participating child be reverified at mid-year.

Once the list of eligible applicants has been compiled, participants are selected for the classes. Due to funding limitations, systems may not be able to enroll each eligible applicant. In such cases, priority is given to the eligible applicants who are most at risk. Conversely, if a 1993-94 Starting Points class could not be totally filled with eligible Starting Points children, the remaining space was then made available for providing services to children who are funded by other early childhood programs.

Enrollment data and other information about the implementation of the 1993-94 Starting Points Preschool Program were collected during this evaluation study. The purpose of this evaluation is to provide such information to policy makers and program administrators for use in making decisions about continuing, modifying or expanding the Starting Points Preschool Program.

Evaluation activities for 1993-94 were divided into two components. The first component focused on the demographics associated with program participation and implementation for school year 1993-94, while the second component was designed to assess the extent to which the 1992-93 Program met the needs of 1,229 eligible applicants in terms of their subsequent grade level progression. Findings from the first evaluation component are summarized in this 1993-94 interim statistical report. This report will also include comparative data relative to the 1992-93 and 1993-94 Programs. Upon completion of the longitudinal follow-up study, which is currently in progress, a second report will be prepared to present the findings of that evaluation component.

## DATA SOURCES

Five data sources were used to prepare this interim statistical report relative to the 1993-94 Starting Points Preschool Program. These data sources were:

- Letter from Raymond G. Arveson, State Superintendent, Louisiana Department of Education to William Ludwig, Deputy Secretary, Department of Social Services (December 3, 1992)
- Starting Points Preschool Program, Guidelines for Completing the Application (June 1992)
- Starting Points Preschool Program, Program Regulations (1993-94)
- Louisiana Department of Education 1993-94 Starting Points Preschool Program Project Description Survey
- 1992-93 Starting Points Preschool Program Evaluation Report Part I: Program Description (February 1993)

Appendix A of this report contains a copy of the letter from the State Superintendent, Louisiana Department of Education, to the Deputy Secretary, Department

of Social Services, concerning the allocation of $3,362,922 of the Block Grant funds for the implementation of the Starting Points Preschool Program in school years 1992-93 and 1993-94. This amount was used in the calculation of the per-pupil allocation and per-pupil contact-hour allocation for both years of the Starting Points Preschool Program.

Staff in the Bureau of Elementary Education designed the Starting Points Preschool Program, Guidelines for Completing the Application to assist local school systems in applying for funds to implement the 1992-93 Program. These guidelines, distributed in June 1992, provided information relative to the allowable and nonallowable program expenditures, as well as to the sliding scale used to determine household income eligibility. For the 1993-94 school year, the guidelines have been revised to include an updated sliding scale; however, as this evaluation was being planned, the revised guidelines were not available. The evaluation instrument utilized in the first compor.ent of this study thus col:ected household income/family size data according to the sliding scale issued in 1992. Appendix B contains the selected pages of the 1992-93 guidelines that were used to prepare this report.

Appendix C of this report contains a copy of the Starting Points Preschool Program, Program Regulations for school year 1993-94, which were also prepared by the Bureau of Elementary Education. These regulations delineate the specific requirements of the Starting Points Preschool Program, including the philosophy, verification of income and employment, use of the eligibility criteria, class size regulations, yearly reporting procedures, and monitoring of the classes. The program regulations were used as a basis for designing items for the evaluation instruments, as well as to interpret findings relative to system-level data for the 1993-94 school year.

A fourth data source, the Louisiana Department of Education 1993-94 Starting Points Preschool Program Project Description Survey (PDS), is an evaluation instrument

that was drafted by staff in the Bureau of Evaluation, and reviewed by personnel in the Bureau of Elementary Education. The PDS was the major data source for the conduct of the first component of the evaluation. It parallels the survey forms that were used in previous evaluations of the Model Early Childhood Program, as well as the Project Description Survey instrument that was used to collect data about the 1992-93 Starting Points Preschool Program. (A copy of the 1993-94 PDS is included in Appendix D.)

Six major sections of the PDS were used to elicit information concerning the participating schools and enrollment levels as of October 1, 1993; teacher qualifications; applicant and participant demographic data; parent/guardian and household information; parental involvement; and assessments of the eligibility criteria, program strengths and weaknesses. A final open-ended item was included to collect any other pertinent comments coordinators wished to make.

As in the previous studies, the Early Childhood Coordinators, who are employed by the participating school systems, were asked to provide information about local programs through completion of this PDS instrument. The information collected through the use of the 1993-94 PDS is presented in this interim statistical report.

Finally, the 1992-93 Starting Points Preschool Program Evaluation Report Part I: Program Description (completed February 1993) is an interim report that presented summary statistics relative to the 1992-93 Starting Points Preschool Program. A PDS instrument had been used to collect data for that report during the 1992-93 school year. Since many of the items on the 1992-93 PDS instrument were similar to those on the 1993-94 PDS, certain characteristics of the Starting Points Preschool Program could be compared across two school years. Based on these comparative data, the implementation of local Starting Points Preschool Programs in Louisiana was then described by summarizing PDS data and program funding information.

Although the items of the 1992-93 PDS were similar to those of the 1993-94 PDS, some important differences do exist between these two instruments. For example, the 1992-93 PDS contained more open-ended items than the 1993-94 PDS instrument. In light of the comments given about the 1992-93 Program, certain items (especially the item used to identify weaknesses of local programs) were revised for use in the 1993-94 PDS.

Prorated classes were not permitted until the 1993-94 school year, thus, in the second program year, it was necessary to collect PDS enrollment information in a different manner than in the initial program year. Furthermore, with the exception of an enrollment count, aggregated data on program participants were not requested through the 1992-93 PDS, but such information concerning ethnicity, household income, family size, and the parents/guardians was requested through the 1993-94 PDS.

Finally, some program characteristics that were not assessed in the evaluation of the 1992-93 Program (e.g., actions taken with respect to eligible applicants who could not be accepted, teacher certification, and screening tests that are used) were examined in 1993-94, through the addition of selected PDS items. With these differences between the two PDS instruments, it was not always possible to make comparisons, but whenever two years of comparable data were available, summary statements that address program growth and other specified program characteristics were made. Table 25 includes these statements, while the results obtained from the analysis of the 1993-94 PDS data are discussed in the next section of this report.

## 1993-94 STARTING POINTS PRESCHOOL PROGRAM PROJECT DESCRIPTION SURVEY RESULTS

The 1993-94 Starting Points Preschool Program Project Description Survey instrument (PDS) was described earlier in this report, with a copy of the form being included as Appendix D. Each local program coordinator was asked to provide information about program characteristics, parental involvement, and enrollment (as of October 1, 1993), by submitting a completed PDS instrument to the Bureau of Evaluation. As originally planned, PDS data were to reflect program status as of October 1, 1993, with the deadline for submitting information set as November 19, 1993. By December 17, 1993, completed instruments were received from 43 systems. The data from these forms were used to create databases, and preliminary analyses were run in January and February 1994.

Based on these analyses, however it was found that some systems had not supplied all of the requested information, some of the reported data were inconsistent (e.g., number of teachers did not match number of classes), and there were some apparent violations of the household income and class size regulations. Upon being notified of these findings, Elementary Education staff provided assistance in the resolution of the specified reporting problems and investigated the violations. A final date of April 15, 1994, was set for coordinators in the designated systems to revise erroneous/incomplete PDS forms. As the revised and/or additional data were received by the Bureau of Evaluation, the original databases were updated accordingly. However, since most systems were not required to re-submit such information, most PDS data still reflect the October 1, 1993, program status.

Based upon the PDS data received by the Bureau of Evaluation, a list of the school sites which were reported as serving Starting Points Preschool participants in the

43 systems that provided PDS data was prepared for Elementary Education staff. After reviewing this list, Evaluation staff were informed that 45 systems were, in fact, participating. Based on this information, PDS forms were then requested from the two other systems by April 18, 1994. Evaluators were also informed that two additional classes had been implemented in the participating systems after October 1, 1993.

The PDS databases were finalized on April 25, 1994, with data analyses following. Procedures that are included in the Statistical Analysis System (SAS) and in WordPerfect were used to compile the PDS data. Tables were then prepared to present the 1993-94 PDS results. While most of the tables reflect program status as of October 1, 1993, when this is not the case, the actual dates are indicated in footnotes. In the next sections of this report, tables are used to present summary statistics relative to the following characteristics of the 1993-94 Starting Points Preschool Program:

- Applicant Information
- Enrollment Data and Characteristics of Classes
- Demographic Characteristics of the Starting Points Participants
- Eligibility Criteria and Parent/Guardian Data
- Parental Involvement
- Program Assessment Data

Each of the six sections is followed by a summary section. Information that accompanies each table indicates whether data are reported by participants, families, classes, or systems. The format used for the majority of tables included in this report typically aggregates data for the state as a whole. However, the information presented in Table 3 is first broken out by system, and is then totaled for the state. This table contains information on the number of applications received, the number of eligible applicants, and the number of children who are enrolled in the 83 classes. Within those classes, the number of children funded through Starting Points, as well as the number funded through other sources are shown. These data may provide an indication of the

extent to which systems could fill additional classes with at-risk four-year-old children in the future.

For the 1993-94 Program year, the Starting Points participants were served in 83 early childhood classes, some of which also included children who were funded through other early childhood programs. Funding source information for each child enrolled in these 83 classes is shown in Table 4. Other early childhood classes were available across the state during the 1993-94 school year, however, evaluation data for this report were collected for only those classes serving the Starting Points children.

The 83 classes in which Starting Points Preschool Program children were being served were housed in 76 schools. Most schools (92.1%) housed only one such class. In fact, 60.0% of the participating school systems served Starting Points children in only one class, while 26.7% of the systems served these at-risk four-year-olds in two early childhood classes. Additional class and school information is provided in the tables and/or the accompanying footnotes.

Some tables also include coordinator comments relative to their local programs. As the coordinators responded to many of the PDS items, they often included comments relative to program funding. All such comments that address program funding were organized into categories for presentation in Table 23. These comments should be viewed in light of both federal and state timelines relative to the availability of the Block Grant funds to the Department of Education.

An overview of the characteristics of the 1993-94 Program is presented in Table 24. Summary statements about the Starting Points Preschool Program across both program years (1992-93 and 1993-94) are presented in Table 25.

# APPLICANT INFORMATION

## TABLE 3. EXTENT OF SERVICES PROVIDED TO ELIGIBLE APPLICANTS THROUGH THE 1993-94 STARTING POINTS PRESCHOOL PROGRAM (N = 45 Systems)

| SYSTEM NAME | STARTING POINTS APPLICANTS | | NO. OF CLASS PARTICIPANTS FUNDED BY | |
|---|---|---|---|---|
| | TOTAL NO. OF APPLICANTS | NO. OF ELIGIBLE APPLICANTS | STARTING POINTS | OTHER SOURCES |
| Acadia | 21 | 19 | 18 | 0 |
| Allen | 42 | 17 | 17 | 0 |
| Ascension | 20 | 20 | 19 | 0 |
| Assumption | 17 | 16 | 16 | 1 |
| Beauregard | 16 | 16 | 16 | 0 |
| Bossier | 47 | 40 | 27 | 13 |
| Caddo | 45 | 35 | 35 | 0 |
| Calcasieu | 62 | 44 | 40 | 0 |
| Caldwell | 28 | 25 | 20 | 0 |
| Catahoula | 23 | 18 | 17 | 0 |
| Claiborne | 26 | 20 | 20 | 0 |
| Concordia | 30 | 24 | 20 | 0 |
| De Soto | 49 | 45 | 23 | 17 |
| East Baton Rouge | 109 | 85 | 66 | 30 |
| East Feliciana | 26 | 22 | 20 | 0 |
| Evangeline | 28 | 28 | 24 | 87 |
| Franklin[1] | 45 | 35 | 35 | 25 |
| Iberia | 39 | 38 | 28 | 8 |
| Iberville | 18 | 18 | 16 | 0 |
| SUBTOTALS | 691 | 565 | 477 | 181 |

[1] Franklin Parish was found to be in violation of the class size limitation by serving 23 children in one class. When Elementary Education staff were informed of this violation, three children funded through other sources were dropped in March 1994, thus reducing the number of children funded through such sources from 28 to 25.

## TABLE 3 (CONTINUED). EXTENT OF SERVICES BEING PROVIDED TO ELIGIBLE APPLICANTS THROUGH THE STARTING POINTS PRESCHOOL PROGRAM (N = 45 Systems)

| SYSTEM NAME | STARTING POINTS APPLICANTS | | NO. OF CLASS PARTICIPANTS FUNDED BY | |
|---|---|---|---|---|
| | TOTAL NO. OF APPLICANTS | NO. OF ELIGIBLE APPLICANTS | STARTING POINTS | OTHER SOURCES |
| Jefferson | 193 | 127 | 95 | 105 |
| Lafayette | 44 | 44 | 40 | 0 |
| Lincoln | 5 | 5 | 5 | 15 |
| Morehouse | 93 | 24 | 20 | 0 |
| Natchitoches | 62 | 32 | 20 | 0 |
| Orleans | 98 | 85 | 85 | 13 |
| Ouachita | 80 | 74 | 40 | 0 |
| Plaquemines | 21 | 20 | 20 | 0 |
| Pointe Coupee | 20 | 17 | 17 | 0 |
| Rapides | 23 | 23 | 20 | 0 |
| Red River | 25 | 18 | 18 | 0 |
| Richland[2] | 39 | 19 | 29 | 6 |
| Sabine | 37 | 27 | 18 | 19 |
| St. Helena | 55 | 21 | 20 | 0 |
| St. John | 25 | 20 | 20 | 0 |
| St. Landry | 90 | 57 | 40 | 0 |
| St. Martin | 24 | 20 | 18 | 0 |
| St. Mary | 25 | 25 | 23 | 17 |
| St. Tammany | 33 | 33 | 19 | 0 |
| Terrebonne | 108 | 49 | 36 | 0 |
| SUBTOTALS | 1,100 | 740 | 603 | 175 |

[2] In Richland Parish, the one child who was found to be in violation of the income criterion was dropped from the Program in March 1994.

## TABLE 3 (CONTINUED). EXTENT OF SERVICES BEING PROVIDED TO ELIGIBLE APPLICANTS THROUGH THE STARTING POINTS PRESCHOOL PROGRAM (N = 45 Systems)

| SYSTEM NAME | STARTING POINTS APPLICANTS | | NO. OF CLASS PARTICIPANTS FUNDED BY | |
|---|---|---|---|---|
| | TOTAL NO. OF APPLICANTS | NO. OF ELIGIBLE APPLICANTS | STARTING POINTS | OTHER SOURCES |
| Vermilion | 26 | 19 | 19 | 0 |
| Vernon | 376 | 62 | 45 | 15 |
| Washington | 31 | 25 | 20 | 0 |
| Webster | 26 | 20 | 20 | 0 |
| West Carroll | 24 | 22 | 18 | 0 |
| Nonpublic School (Gethsemane Christian Academy) | 25 | 20 | 20 | 0 |
| SUBTOTALS | 508 | 168 | 142 | 15 |
| TOTALS[3] [4] | 2,299 | 1,473 | 1,222 | 371 |

[3] Among the 2,299 applicants for the 1993-94 Starting Points Preschool Program, 64.1% (1,473) were determined to be eligible for participation. Among the 1,473 eligible applicants, 83.0% (1,222) were served by the 1993-94 Program.

[4] Eighty-three early childhood classes served the Starting Points Preschool Program participants. Some of these 83 classes also served children who were funded by other early childhood programs, thus the total enrollment in all such classes was 1,593 children. Table 4 provides information on the funding of all children served in these 83 classes.

## TABLE 4. THE 83 CLASSES SERVING STARTING POINTS PARTICIPANTS: FUNDING SOURCES FOR ALL CLASS PARTICIPANTS[1]
## (N = 1,222 Starting Points Participants and 371 Participants of Other Programs)

| NAME OF FUNDING SOURCE | CLASS PARTICIPANTS | |
|---|---|---|
| | NO. | % |
| Starting Points Preschool Program | 1,222 | 76.7 |
| Model Early Childhood[2] | 165 | 10.4 |
| Chapter 1 Preschool Programs[2] | 161 | 10.1 |
| Other[2] | 43 | 2.7 |
| Special Education[2] | 2 | 0.1 |
| TOTAL | 1,593 | 100.0 |

1 As of October 1, 1993, 1,222 participants of the Starting Points Preschool Program were enrolled in 83 early childhood classes. Some of these classes included other at-risk four-year-olds who were funded by the sources identified in Table 4.

2 This funding source provided additional early childhood classes beyond those that included participants of the 1993-94 Starting Points Preschool Program. Therefore, the number/percent of class participants presented in Table 4 reflects only those at-risk four-year-olds served through the 83 classes that did include participants of the 1993-94 Starting Points Preschool Program.

TABLE 5. ACTION TAKEN WITH ELIGIBLE APPLICANTS WHO COULD NOT BE ENROLLED DUE TO LACK OF SPACE (N = 45 Systems)

| ACTION TAKEN IF ELIGIBLE APPLICANTS COULD NOT BE ENROLLED[1] | SYSTEMS | |
|---|---|---|
| | NO. | % |
| The children were placed on a waiting list and then replaced children who dropped. | 28 | 62.2 |
| Families/children were referred to another educational program offered by the system (or nonpublic school). | 16 | 35.6 |
| Families were sent to another school site and children were served by the program. | 6 | 13.3 |
| A referral was made to another Agency or Child Care Service. | 4 | 8.9 |
| Other[2] | | |
| • All eligible children are being served. | 3 | 6.6 |
| • Children placed in Chapter 1 class. | 2 | 4.4 |
| • Children placed in Model Early Childhood class. | 2 | 4.4 |
| • Children placed in Head Start class. | 2 | 4.4 |
| • Children placed in other preschool classes at the same school site. | 1 | 2.2 |
| • Children placed on a waiting list. | 1 | 2.2 |
| Item was not applicable to system. | 1 | 2.2 |

[1] Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

Summary Statements

- The 1993-94 Starting Points Preschool Program provided services to 83.0% of the applicants determined to be eligible for program participation.
- The 83 classes that served the Starting Points participants enrolled a total of 1,593 at-risk four-year-olds; 1,222 class participants (or 76.7%) were funded by Starting Points, with the remaining 371 (or 23.3%) funded by other sources.
- When space was not available to serve all applicants eligible for Starting Points, local systems generally took steps to make services available by maintaining a waiting list (62.2%) and/or by referring eligible children to other programs (35.6%).

# ENROLLMENT DATA AND CHARACTERISTICS OF CLASSES

## TABLE 6. CHARACTERISTICS OF CLASSES SERVING STARTING POINTS PRESCHOOL PROGRAM CHILDREN (N = 83 Classes, as of October 1, 1993)[1]

| CHARACTERISTICS | CLASSES | |
|---|---|---|
| | NO. | % |
| NUMBER/TYPE OF CLASSES[2] | | |
| Nonprorated | 50 | 60.2 |
| Prorated | 33 | 39.8 |
| (Total Classes) | 83 | 100.0 |
| TOTAL CHILDREN ENROLLED | | |
| 14 Children | 1 | 1.2 |
| 16 Children | 3 | 3.6 |
| 17 Children | 9 | 10.8 |
| 18 Children | 6 | 7.2 |
| 19 Children | 10 | 12.1 |
| 20 Children | 54 | 65.1 |
| (Total Classes) | 83 | 100.0 |
| Meets class size regulation of 16 to 20 children[3] | 82 | 98.8 |
| Filled to maximum of 20 children | 54 | 65.1 |
| STARTING POINTS CHILDREN ENROLLED | | |
| 1 - 4 SP Children | 10 | 12.1 |
| 5 - 9 SP Children | 12 | 14.5 |
| 10 - 15 SP Children | 6 | 7.2 |
| 16 - 19 SP Children | 26 | 31.3 |
| 20 SP Children | 29 | 34.9 |
| (Total Classes) | 83 | 100.0 |

1 The 83 classes were housed in 76 schools. One school (1.3%) housed 3 classes, five schools (6.6%) housed 2 classes, and the remaining 70 schools (92.1%) housed one class which served Starting Points children. Classes were offered in 45 school systems. Twenty-seven (60.0%) of the systems served Starting Points children in only one class, while 12 (26.7%) served such children in two classes, and the remaining 6 (13.3%) served Starting Points children in 3 or more classes.

2 Nonprorated classes serve only Starting Points children, whereas prorated classes include participants who are funded through other early childhood programs.

3 The class of 14 children listed above did not meet the class size regulation. In one other class, participants were dropped in order to bring that class into compliance with the class size regulation.

## TABLE 7. QUALITY OF SCHOOL FACILITIES WHERE CLASSES SERVING STARTING POINTS CHILDREN ARE HOUSED (N = 83 Classes)[1]

| QUALITY RATING[2] | CLASSES | |
|---|---|---|
| | NO. | % |
| Excellent | 24 | 28.9 |
| Good | 38 | 45.8 |
| Fair | 11 | 13.3 |
| Poor | 1 | 1.2 |
| No response | 9 | 10.8 |
| TOTAL | 83 | 100.0 |

[1] Table 7 is based upon local coordinator ratings of the facilities for the 83 classes. The ratings were given in response to Part I of the Project Description Survey. (See Appendix D.)

[2] In response to Item VI-3m of the Project Description Survey (See Appendix D.), 11 coordinators commented on the unsatisfactory features of some classrooms. These comments are as follows.

"Restrooms in classroom would help."

"The school principals have done so many things to establish classrooms conducive to developmentally-appropriate practices, such as removing walls to make large classrooms, installing carpet in the rooms, painting, building bookcases, etc. Yet, storage space has become a problem as prop boxes are expanded. Another problem has been access to running water. Very few of the classrooms contain sinks or running water."

"No running water, not enough room in the class. Class not designed to hold all our supplies, or provide enough room for 20 children without crowding."

"No water, doors too heavy for child to open, bathrooms not very accessible."

"No water facilities in classroom."

"Classroom space in 5 of the 6 classrooms is inadequate, lack of running water, bathrooms far away, no storage in rooms."

"Room is not big enough for minimum required centers; no storage."

"No storage - not large enough to accommodate all the centers."

"Classroom not large enough."

"Teacher would like larger room to facilitate more enriching learning areas."

"More space is needed."

TABLE 8. CERTIFICATION STATUS OF TEACHERS WHO ARE PROVIDING INSTRUCTION IN THE CLASSES SERVING STARTING POINTS CHILDREN[1] (N = 83 Teachers)

| CREDENTIALS OF TEACHERS SERVING STARTING POINTS CHILDREN | TEACHERS | |
|---|---|---|
| | NO. | % |
| Fully certified in Nursery School, Kindergarten, or Early Childhood Education | 66 | 79.5 |
| Employed under special conditions: | | |
| •Circular 665 | 6 | 7.2 |
| •Temporary Emergency Certificate | 1 | 1.2 |
| •Provisional Certificate | 0 | 0.0 |
| •Emergency Permit | 0 | 0.0 |
| •Temporary Certificate | 10 | 12.1 |
| Neither fully certified nor employed under special conditions | 0 | 0.0 |
| TOTALS | 83 | 100.0 |

[1] Based upon information supplied by Elementary Education staff and/or by the local coordinators, these data were revised to reflect the certification status of teachers during the Spring of 1994.

Summary Statements

- By October 1, 1993, 45 school systems were voluntarily participating in the 1993-94 Starting Points Preschool Program. The 1,222 Program participants were served in 83 early childhood classes, with 60.2% of the classes serving only children funded by Starting Points. Of the 83 teachers working with classes in which Starting Points children were enrolled, 66 (79.5%) were fully certified in Nursery School, Kindergarten, or Early Childhood Education.

- Based on the total enrollment, 54 (65.1%) of the 83 classes were filled to the maximum capacity of 20 children each. Among the 83 classes enrolling Starting Points children, 55 (66.3%) were serving 16 to 20 Starting Points participants, with 29 (34.9%) of the 83 classes filled to the maximum of 20 participants funded by Starting Points.

- Ratings across all coordinators relative to the quality of the school facilities were most often excellent (28.9%) or good (45.8%).

# DEMOGRAPHIC CHARACTERISTICS OF THE STARTING POINTS PARTICIPATING CHILDREN

## TABLE 9. DEMOGRAPHIC CHARACTERISTICS
(N = 1,222 Starting Points Participants, as of October 1, 1993)

| DEMOGRAPHIC CHARACTERISTICS | PARTICIPANTS | |
|---|---|---|
| | NO. | % |
| ETHNICITY (N = 1,227)[1] | | |
| Black | 760 | 61.9 |
| White | 435 | 35.4 |
| Hispanic | 16 | 1.3 |
| Asian/Pacific Islander | 13 | 1.1 |
| American Indian/Alaskan Native | 2 | 0.2 |
| "Bi-racial" | 1 | 0.1 |
| CHILDREN FROM SINGLE-PARENT HOMES [2] | 766 | 62.7 |
| FAMILY SIZE (N = 1,207)[3] | | |
| 2 | 134 | 11.1 |
| 3 | 333 | 27.6 |
| 4 TO 6 | 662 | 54.8 |
| 7 TO 9 | 73 | 6.1 |
| 10 OR MORE | 5 | 0.4 |
| HOUSEHOLD INCOME (N = 1,207)[3] | | |
| $ 0 - $16,341 | 804 | 66.6 |
| $16,342 - $19,762 | 163 | 13.5 |
| $19,763 - $23,773 | 139 | 11.5 |
| $23,774 OR HIGHER | 101 | 8.4 |

1 Ethnicity information was requested to reflect October 1, 1993, enrollment. However, in five systems, discrepancies were noted between the number of Starting Points participants enrolled and the number for whom ethnic information was provided. These differences are due to children who dropped or were added, at various points in the school year.

2 The total number of Starting Points participants (N = 1,222) was used to determine the percentage.

3 The family size and income information are based upon data revised in March and April 1994. Discrepancies between the enrollment (as of October 1, 1993) and the number of families reflected in Table 9 are due to children who dropped or were added, the participation of two sets of twins, and the removal of a child who was in violation of the income criterion. The ranges used for income were based upon the sliding scale information distributed in June 1992.

Summary Statements

- Children participating in the 1993-94 Starting Points Program were from all five ethnic backgrounds listed. The majority of the participants were identified as Black (61.9%), while 35.4% were classified as White.

- Of the 1,222 Starting Points participants, 62.7% were said to come from single-parent homes.

- Among the 1,207 Starting Points children for whom family size and household income information were provided, 54.8% were from families with four to six people residing in the household. The majority of the children were from families with annual household incomes under $16,342.

- Based on data reported by local coordinators through the PDS, the typical Starting Points child was most likely to be Black, from a single-parent home with four to six people residing in the household, and living in a family in which the annual household income was less than $16,342 per year.

# ELIGIBILITY CRITERIA AND PARENT/GUARDIAN DATA

## TABLE 10. SCREENING INSTRUMENTS USED TO IDENTIFY AT-RISK STUDENTS (N = 45 Systems)

| NAME OF SCREENING INSTRUMENT USED BY LOCAL SYSTEMS[1] | SYSTEMS | |
|---|---|---|
| | NO. | % |
| Brignance Pre-School Screen for Three- and Four-Year-Old Children | 22 | 48.9 |
| Developmental Indicators for the Assessment of Learning (DIAL-R) | 16 | 35.6 |
| Denver Developmental Screening Test | 3 | 6.7 |
| Early Recognition Intervention System (ERISys) | 2 | 4.4 |
| Batelle Developmental Inventory | 2 | 4.4 |
| Other<br>• Early Childhood System-Developing Skills Checklist[2] | 1 | 2.2 |

[1] Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

[2] In addition to the Brignance Pre-School Screen for Three- and Four-Year-Old Children, one coordinator reported that the Early Childhood System-Developing Skills Checklist is used by Chapter 1 for all Pre-K classes in the system.

## TABLE 11. PARENT AND GUARDIAN EMPLOYMENT/ENROLLMENT IN JOB TRAINING/EDUCATION PROGRAM (N = 1,578 Parents/Guardians of Starting Points Participants)[1]

| PARENTS/GUARDIANS WHO WERE REPORTED AS: | PARENTS/GUARDIANS | |
|---|---|---|
| | NO. | % |
| Working full-time | 1,285 | 81.4 |
| In job-training or in school full-time | 153 | 9.7 |
| Working part-time and in job training/school part-time | 140 | 8.9 |
| Total parents/guardians[2] | 1,578 | 100.0 |

[1] Table reflects April 1994 data.

[2] As noted in Table 9, 62.7% of the participants were said to be from single-parent homes. One additional parent who was disabled was neither working nor in an educational program.

## TABLE 12. PARENTS'/GUARDIANS' OCCUPATIONAL CATEGORY (N = 1,557 Parents/Guardians of Starting Points Participants)[1]

| OCCUPATIONAL CATEGORY | PARENTS/GUARDIANS | |
|---|---|---|
| | NO. | % |
| Skilled Workers | 662 | 42.5 |
| Unskilled Workers | 463 | 29.7 |
| Office or Sales | 191 | 12.3 |
| Professional | 70 | 4.5 |
| Manager/Owner | 69 | 4.4 |
| Unemployed[2] | 102 | 6.6 |
| Total parents/guardians | 1,557 | 100.0 |

1 Table reflects April 1994 data.

2 The unemployed category could include parents/guardians who are seeking employment or placement in a job-training/education program, parents/guardians who are full-time students, and severely disabled parents/guardians.

## TABLE 13. PARENTS'/GUARDIANS' EDUCATIONAL LEVEL (N = 1,614 Parents/Guardians of Starting Points Participants)[1]

| EDUCATION LEVEL COMPLETED | PARENTS/GUARDIANS | |
|---|---|---|
| | NO. | % |
| Less than grade 6 | 16 | 1.0 |
| Grades 6 - 9 | 86 | 5.3 |
| Grades 10 - 12[2] | 340 | 21.0 |
| High School Graduate | 674 | 41.8 |
| Some College | 419 | 26.0 |
| College Graduate | 79 | 4.9 |
| Total parents/guardians | 1,614 | 100.0 |

1 Table reflects April 1994 data.

2 This row of Table 13 includes parents/guardians who indicated that they had completed grade 12, but who did not identify themselves as high school graduates.

## TABLE 14. HOUSEHOLD INCOME AND NUMBER IN HOUSEHOLD THE 1993-94 STARTING POINTS PRESCHOOL PROGRAM (N = 1,207 FAMILIES)[1]

| NO IN HOUSE | INCOME RANGES[2] | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $0 TO $16,341 | | $16,342 TO $19,762 | | $19,763 TO $23,773 | | $23,774 TO $27,784 | | $27,785 TO $31,793 | | $31,794 TO $35,802 | | $35,803 TO $39,812 | | $39,813 AND HIGHER | |
| | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % | NO. | % |
| 2 | 134 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 3 | 272 | 22.5 | 61 | 5.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 4 | 228 | 18.9 | 55 | 4.6 | 85 | 7.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 5 | 86 | 7.1 | 32 | 2.6 | 39 | 3.2 | 46 | 3.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 6 | 44 | 3.7 | 9 | 0.8 | 11 | 0.9 | 14 | 1.2 | 13 | 1.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 7 | 27 | 2.2 | 4 | 0.3 | 4 | 0.3 | 12 | 1.0 | 4 | 0.3 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| 8 | 8 | 0.7 | 1 | 0.1 | 0 | 0.0 | 3 | 0.2 | 0 | 0.0 | 2 | 0.2 | 1 | 0.1 | 0 | 0.0 |
| 9 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 10 | 3 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 11 OR MORE | 1 | 0.1 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| N | 804 | 66.6 | 163 | 13.5 | 139 | 11.5 | 76 | 6.3 | 17 | 1.4 | 7 | 0.6 | 1 | 0.1 | 0 | 0.0 |

1 Table 14 is based upon family size and income information, revised to reflect April 1994 data. Discrepancies between the enrollment (as of October 1, 1993) and the number of families included in Table 14 are due to children who dropped or were added, the participation of two sets of twins, and the removal of a child who was in violation of the income criterion.

2 The income ranges used to collect data were based upon the sliding scale information distributed in June 1992. The sliding scale has since been revised, such that the values of each range have been increased by one dollar. Families who did not meet the household income criterion are recorded in the cells that are above the bold lines. Prior to the data revision, 20 families had been reported to be in violation of the income criterion. However, as a result of the data revision process, plus actions taken by staff in the Bureau of Elementary Education, no household income violations remain as of April 1994.

## TABLE 15. ELIGIBILITY CRITERIA IDENTIFIED AS MOST DIFFICULT TO MEET (N = 45 Systems)[1]

| CRITERION | SYSTEMS | |
|---|---|---|
| | NO. | % |
| Parents/guardians must be working or in training | 31 | 68.9 |
| Household income criterion | 5 | 11.1 |
| More than one criterion was selected | 4 | 8.9 |
| No criterion was selected | 3 | 6.7 |
| Parental involvement criterion | 1 | 2.2 |
| Other (Transportation was written in the blank.) | 1 | 2.2 |
| Age criterion | 0 | 0.0 |
| Participants' screening results indicate that they are at risk | 0 | 0.0 |
| TOTAL | 45 | 100.0 |

[1] The following six comments about the criteria and selection of children were made by four coordinators in response to Items VI-1b, VI-3l & n, and VII of the Project Description Survey. (See Appendix D.)

According to one coordinator, the "Income scale for eligibility too low, thereby limiting number of applicants." This coordinator also stated that "Teachers in the program think the program is great. Their major comments are: 1) income guidelines are too rigid, 2) requiring both parents to work eliminates many children because there are so few jobs in our community, even for those who have skills. But it is unfair to eliminate a child who would benefit from the program, when there is space for him in a classroom, but his parents/guardians cannot find employment."

According to one coordinator, "Some parents average only 16-18 hours working per week which disqualifies the child." This coordinator also indicated that "More flexibility in budgeting and in student selection requirements needs to be addressed."

"Only working parents or those in job training or in school may register their children."

"Our parish has the highest unemployment rate in the state of Louisiana. It is very difficult to find employment. Parents who are looking for work may search for months. Also, if they have any other small children, they often do not make enough to cover child care expenses and living expenses. They need longer than 30 days to find work."

Summary Statements

- As reported by local coordinators, the most frequently used screening instruments for the identification of at-risk children were the Brignance Pre-School Screen for Three- and Four-Year-Old Children (48.9%) and the Developmental Indicators for the Assessment of Learning (DIAL-R) (35.6%).

- At the time of reporting, 81.4% of the parents/guardians of the Starting Points participants were said to be working full-time; 9.7% were enrolled in a job training/ education program on a full-time basis; and 8.9% were enrolled in such a program on a part-time basis and were also employed part-time.

- The majority of parents/guardians of the Starting Points participants who were employed, were found to be either skilled workers (42.5%) or unskilled workers (29.7%). Of the parents/guardians, 6.6% were said to be unemployed.

- Based upon the educational attainment data that were provided by parents/ guardians, 41.8% were high school graduates and 30.8% had attended (or had graduated from) college. However, 27.4% of the parents/guardians had not graduated from high school.

- An initial analysis of household income/family size data indicated that 20 families were in violation of the income criterion. However, as a result of action by Elementary Education staff to remove children in violation and/or to obtain updated information, no families remained in violation of the income criterion as of April 1994.

- Despite the fact that the major thrust of the Starting Points Preschool Program is to provide quality child care in order to facilitate employment and/or enrollment in job training/education programs on the part of the parents/guardians, during 1993-94, 68.9% of the systems participating in the Program reported that the federal criterion requiring parents/guardians to be employed or enrolled in a job training/ education program was the most difficult criterion for interested applicants to meet.

- Based on data reported by local coordinators through the PDS, the typical parents/guardians of Starting Points participants were most likely to be high school graduates who resided in a household of four to six people. In general, the parents/guardians were skilled workers who were employed on a full-time basis. The annual household income data, reflecting the combined earnings of the parents/guardians of each participant, was generally less than $16,342 per year (among 66.6% of the families).

# PARENTAL INVOLVEMENT

## TABLE 16. PARENTAL INVOLVEMENT ACTIVITIES USED IN PARTICIPATING SYSTEMS (N = 45 Systems)

| TYPES OF ACTIVITIES USED[1] | SYSTEMS | |
|---|---|---|
| | NO. | % |
| Hold individual parent/teacher conferences | 44 | 97.8 |
| Inform parents of ways they may contribute to their child's development | 43 | 95.6 |
| Send frequent messages to parents relating to each child's activities | 42 | 93.3 |
| Inform parents of activities through calendars or newsletters | 42 | 93.3 |
| Hold parent workshops or meetings | 41 | 91.1 |
| Encourage to volunteer to help with activities that are outside of the classroom | 41 | 91.1 |
| Request that parents help child with at-home learning activities | 40 | 88.9 |
| Hold open house | 39 | 86.7 |
| Encourage to volunteer in classroom to help with daily activities | 35 | 77.8 |
| Provide a parent handbook that includes the program philosophy, policies, and procedures | 26 | 57.8 |
| Provide a parent's bulletin board and/or message center | 19 | 42.2 |
| Conduct home visits | 13 | 28.9 |
| Involve parents through other activities such as:[2] | | |
| • Assistance with field trips, parties, plays, or special classroom projects | 3 | 6.7 |
| • Participation in daily/instructional activities (e.g., read stories, help with cooking projects, visit library with child, help child sign-in the morning.) | 3 | 6.7 |
| • Provision of snacks | 2 | 4.4 |
| • "PTA committees, parent-teacher links" | 1 | 2.2 |
| • "Attending community meetings about perinatal care - alcohol and substance abuse and community services" | 1 | 2.2 |
| • "Sharing hobbies, pets, careers" | 1 | 2.2 |
| • "Progress reports about skills their children are developing. These skills are appropriate for four-year-olds" | 1 | 2.2 |
| • "After school functions/Black History Month/Heritage Day/Supper Socials" | 1 | 2.2 |

1 Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

2 Two coordinators checked this PDS item, but did not list any activites in the blank.

## TABLE 17. THE PERCENTAGE OF PARENTS WHO TYPICALLY ATTEND THE PARENT WORKSHOPS (N = 45 Systems)

| THE PERCENTAGE OF PARENTS TYPICALLY ATTENDING WORKSHOPS | SYSTEMS | |
|---|---|---|
| | NO. | % |
| Less than 25% of parents | 3 | 6.7 |
| 25 - 49% of parents | 14 | 31.1 |
| 50 - 74% of parents | 10 | 22.2 |
| 75% or more of the parents | 10 | 22.2 |
| Coordinator gave more than one response[1] | 4 | 8.9 |
| Not applicable to system[2] | 4 | 8.9 |
| TOTAL | 45 | 100.0 |

[1] Coordinators in four systems selected more than one attendance range.

[2] During 1993-94, parent workshops or meetings were held in 41 of the 45 participating systems, thus this item was not applicable in four systems.

## TABLE 18. ALTERNATIVES FOR WORKSHOP ATTENDANCE AND CLASSROOM VISITATION (N = 12 Coordinator Comments)[1]

| CATEGORIES OF ALTERNATIVE ACTIVITIES[2] WITH COMMENTS FOLLOWING | COMMENTS | |
|---|---|---|
| | NO. | % |
| Parent/Guardian completes at-home activities<br>"Making visual aids."<br>"Parents take work (activities) home to complete for teacher."<br>"Parents go on field trips or do at home volunteer work."<br>"Parents who can't come in are given at home activities." | 4 | 33.3 |
| Parent/Guardian meets with teacher<br>"Individualized conferences are scheduled on request."<br>"Parents can schedule meeting with teachers to get information, handouts, etc. as needed."<br>"Individual parent conference at parents' convenience."<br>"Make appointment with teacher to discuss meeting." | 4 | 33.3 |
| Workshop or conference is rescheduled<br>"Parents are allowed to reschedule any workshop or conference."<br>"Video taping of meeting so that parents can reschedule for attendance."<br>"Parents can meet when convenient to make up missed workshop." | 3 | 25.0 |
| Other<br>"The school has an extensive volunteer program."<br>"Some other responsible party may attend for them."<br>"Field trips, parent presentations to class." | 3 | 25.0 |

1 Table 18 is based upon responses from 12 coordinators who described alternatives for workshop attendance/classroom visitation in response to Item V-3e of the Project Description Survey. (See Appendix D.)

2 Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

TABLE 19. SPECIAL PROVISIONS TO FACILITATE PARENTAL INVOLVEMENT
(N = 45 Systems)

| SPECIAL PROVISION PROVIDED BY SYSTEM[1] | SYSTEMS | |
|---|---|---|
| | NO. | % |
| Parents can visit the classroom when it is convenient or on their days off. | 44 | 97.8 |
| Newsletters or other formal communication mechanisms are used to announce activities and keep parents informed. | 41 | 91.1 |
| All parent involvement activities are scheduled to accommodate the work/training schedules of parents/guardians. | 35 | 77.8 |
| Alternatives for workshop attendance or classroom visitation are in place.[2] | 13 | 28.9 |
| Child care assistance is provided for workshop/meeting events. | 5 | 11.1 |
| Programs that also assist the participating families: | | |
| • Chapter 1 | 4 | 8.9 |
| • Head Start | 3 | 6.7 |
| • Even Start | 1 | 2.2 |
| • JTPA | 1 | 2.2 |
| • Parent Education Program | 1 | 2.2 |
| • LINC Program associated with Louisiana Tech University | 1 | 2.2 |
| Agencies or professionals which also provide assistance: | | |
| • Parenting Centers (sends flyers & calendars, provides education meeting.) | 4 | 8.9 |
| • Guidance/Counseling Professionals provide workshops and counseling. | 3 | 6.7 |
| • School Nurse | 2 | 4.4 |
| • Parish Health Unit/Speech Therapy/School Food Services | 1 | 2.2 |
| • Parent training, social service referrals, and supervision of teachers is provided by Head Start. | 1 | 2.2 |
| • Videos for parent education and booklets available in system. | 1 | 2.2 |

1 Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

2 For a description of the alternatives to workshop attendance or classroom visitation, see Table 18.

Summary Statements

- A large variety of parental involvement activities were used in the 45 participating systems. Almost 98% held individual parent/teacher conferences, while over 95% informed parents of ways they may contribute to their child's development. In 93.3% of the systems, messages were sent to parents relating to each child's activities.

- Parent workshops or meetings were held in 91.1% of the participating systems. The most frequently reported parent attendance range at such workshops was between 25 - 49% of the parents (among 31.1% of the systems). Alternatives to workshop attendance or classroom visitation were in place in 28.9% (13) of the systems.

- In order to facilitate parental involvement, all 45 participating systems made special provisions to accommodate parents. For example, in 97.8% of the systems, parents could visit the classrooms when it was convenient or on their days off, while in 91.1% of the systems, newsletters or other formal communication mechanisms were used to announce activities and keep parents informed. In 77.8% of the systems all parent involvement activities were scheduled to accommodate the work/training schedules of the parents/guardians.

# PROGRAM ASSESSMENT DATA

## TABLE 20. MAJOR PROGRAM STRENGTHS IDENTIFIED BY COORDINATORS (N = 45 Systems)

| PROGRAM STRENGTH[1] | SYSTEMS | |
|---|---|---|
| | NO. | % |
| Program quality, especially developmental aspects of program | 43 | 95.6 |
| Support from administration and faculty | 43 | 95.6 |
| Quality of teachers and aides | 42 | 93.3 |
| Early identification and assistance to at-risk students | 36 | 80.0 |
| Quality of facilities | 26 | 57.8 |
| Staff development opportunities (state-sponsored) | 25 | 55.6 |
| Parental involvement and participation | 24 | 53.3 |
| Staff development opportunities (locally-sponsored) | 24 | 53.3 |
| Coordination with other programs[2] | 20 | 44.4 |
| Support from community | 19 | 42.2 |
| Health and medical services | 15 | 33.3 |
| Other | | |
| • "Generous funding for materials, supplies, and equipment to help implement the program. Continuous cooperation and support from the Early Childhood Supervisors in the Bureau of Elementary Education." | 1 | 2.2 |
| • "Counseling services of Parish Perinatal and Substance Committee for parents." | 1 | 2.2 |
| • "Being located in a high school where we can have resources such as child development student volunteers and special education student workers, music, art, and drama input." | 1 | 2.2 |
| • "Parents gain information on child care." | 1 | 2.2 |

[1] Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

[2] Twenty coordinators responded to this item on the Project Description Survey. (See Appendix D.) The following programs were named by more than one coordinator: Chapter 1 (N = 16), Head Start (N = 6), Model Early Childhood Program (N = 5), Special Education (N = 4), Non-Categorical Preschool class (N = 2), and Even Start (N = 2). Each of the following programs was named by only one coordinator: 8(g) Grant; Locally-funded four-year-old program; LACUS Parent Education Program; LINC Program; Pre-K and NCPH classes; Kindergarten; and Indian Education, Child Search Special Education, and Early Childhood At-Risk.



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## TABLE 21. MAJOR PROGRAM WEAKNESSES IDENTIFIED BY COORDINATORS (N = 45 Systems)

| PROGRAM WEAKNESS[1] | SYSTEMS | |
|---|---|---|
| | NO. | % |
| Limited parental involvement in the instructional areas (e.g., reading stories, making materials, helping with art projects.) | 18 | 40.0 |
| The timing of the Early Childhood Conference | 18 | 40.0 |
| Limited parental participation in terms of numbers involved | 17 | 37.8 |
| Insufficient time to plan the program once classes/budgets are approved | 13 | 28.9 |
| Insufficient funds for supplies or materials | 11 | 24.4 |
| Unsatisfactory classrooms[2] | 11 | 24.4 |
| Limited transportation services | 10 | 22.2 |
| Lack of health services | 10 | 22.2 |
| Other limitations associated with funding[3] | 9 | 20.0 |
| Other[4] | 7 | 15.6 |
| Limited equipment | 5 | 11.1 |
| Lack of properly certified teachers | 5 | 11.1 |
| Insufficient training in the implementation of developmentally-appropriate techniques | 4 | 8.9 |
| Limited support from school administrators | 3 | 6.7 |

1 Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

2 Eleven coordinators responded to this item on the Project Description Survey. (See Appendix D.) Their comments were presented after Table 7, which referred to school facilities.

3 All comments made by coordinators that address program funding are presented in Table 23. Comments about funding were given in response to Item VI-3l & n, and Item VII of the Project Description Survey. (See Appendix D.)

4 Comments on other identified weaknesses are listed on page 37.

## COMMENTS ON OTHER IDENTIFIED PROGRAM WEAKNESSES
## (N = 9 Coordinator Comments)

### Playground/Outdoor Equipment

"No funds to purchase developmentally-appropriate playground equipment."

"Insufficient appropriate outside equipment."

"Inability to have stationary playground equipment because the outdoor space is used by older children who would use it inappropriately and break it."

### In-Service Training/Instruction

"Valuable in-service on Creative Curriculum was not provided for teachers and aides."

"Not enough planning time, no time off for staff development, inservice training. Insufficient time to plan program, schedule parent conferences, and make manipulatives for classroom use. Students do not have enrichment time with the music teacher or with the physical education teacher."

### Finding Children

"Difficulty locating students within given time period."

"Because of delay, many eligible students are already enrolled in Head Start."

### Other

"Lack of classroom space."

"Bus transportation not available."

# TABLE 22. ADDITIONAL COMMENTS ABOUT THE PROGRAM (N = 18 Coordinator Comments)[1]

| TYPES OF ADDITIONAL COMMENTS FROM COORDINATORS[2, 3] | COMMENTS | |
|---|---|---|
| | NO. | % |
| Expressed favorable opinion or indicated positive reception of the program | 5 | 27.8 |
| Gave a negative comment on program funding | 5 | 27.8 |
| Gave a positive comment on program funding | 4 | 22.2 |
| Discussed problems with eligibility criteria and/or the selection of children | 4 | 22.2 |
| Suggested improvements in staff training | 2 | 11.1 |
| Reacted to 10% of budget for materials/supplies | 2 | 11.1 |
| Indicated additional funds are needed | 2 | 11.1 |
| Other | | |
| • "Parents have been afforded the opportunity to attend two group meetings. At the first meeting parents visited the classroom and watched a video. A parish speech therapist was the guest speaker for the second meeting and spoke with parents about language development. Monthly home visits are conducted by the parent education paraprofessional." | 1 | 5.6 |
| • "The program provides wonderful opportunities for the children. Funding the program allows our class to take great trips into the community, buy any necessary items we may need, put on wonderful workshops, document activities and learning experiences with pictures, and allows us to attend certain professional trips. The parents enjoy seeing their children "bloom" into kindergarten-ready students. However, few faculty members do not quite understand the developmentally appropriate pre-K learning experience. Sometimes this becomes the reason we may not be able to attend all our scheduled staff development meetings or Pre-K inservices." | 1 | 5.6 |
| • "Adequately funded, facilities are very adequate. The Breakfast Program is excellent especially for the parents who work late. Opportunities are provided for parental workshops, counseling, and services in conjunction with parents of Head Start children." | 1 | 5.6 |

1 Table 22 is based upon comments from 18 coordinators who responded to Item VII of the Project Description Survey (See Appendix D )

2 Coordinator responses were recorded in more than one category, thus the sum of the percentages exceeds 100%.

3 All comments about program funding are included in Table 23

## TABLE 23. ALL COMMENTS REGARDING PROGRAM FUNDING
## (N = 29 Comments made by 20 Coordinators)

**14 Negative Comments About Program Funding** (Four coordinators made two comments of a negative nature.)

"Eliminating funds and later adding funds (too late to use)."

"Funding needs to be consistent and obligated in a more timely manner. This year we had to drop a Starting Points class because funds were drastically reduced. Then we were able to prorate a class with Chapter 1. After that was done, word was received that more funds were available. By this time, budgets had been completed and classroom space had been utilized. It has been very difficult to plan for and administer this year's program."

"The delay in receiving budget approval (approval received (11/17/93) has been a serious problem."

"Chapter 1 graciously picked up cost of salaries/benefits for Sept./Oct./Nov. Without their help we would not have been able to open the program. They have picked up all costs for this program as of 11/18/93."

"Funding for two classes in 1992-93 was cut to funding for one class for 93-94."

"It was disappointing after all the money, time and effort spent in 92-93 on staff training, equipment for two classrooms, purchasing materials and supplies, and pre-registration in the spring to discover that we were receiving limited funds for one class and not the two we anticipated. However, it was fortunate that the local school board committed to funding the other class because we feel that this is a vital program and we see much positive results from the previous year's program."

"Insufficient funding for 2nd year. Supplemental funds had to be obtained from Chapter 1 for salaries, snacks, supplies, and field trips."

"Funding for Starting Points should be sufficient without having to pursue money from another source. It is very time consuming and it requires monitoring more than one budget."

"This is an excellent program which we feel fortunate to have. Prorating of funds to adequately fund this and other programs was quite difficult this year. More flexibility in budgeting and in student selection requirements needs to be addressed."

"Having to locate certified personnel whose salaries, based on years of experience, coincide with or remain within the program allotment. The allotment from year-to-year does not provide for salary expansion based on years of experience."

"Cannot attend workshops with funds."

"Teachers did not attend Early Childhood Conference this year."

"Limitations on equipment purchases."

"Local systems must wait to be reimbursed."

## 5 Positive Comments About Program Funding

"Being a low socio-economic area, early childhood education is much needed to provide parish children with the readiness skills needed to be successful in school. The funding received from the Starting Points Program provides for a class which would not otherwise be held. Additional funding is needed to meet the needs of all eligible students."

"The program provides wonderful opportunities for the children. Funding the program allows our class to take great trips into the community, buy any necessary items we may need, put on wonderful workshops, document activities and learning experiences with pictures, and allows us to attend certain professional trips."

"Adequately funded, facilities are very adequate. The Breakfast Program is excellent especially for the parents who work late. Opportunities are provided for parental workshops, counseling, and services in conjunction with parents of Head Start children."

"Generous funding for materials, supplies, and equipment to help implement the program. Continuous cooperation and support from the Early Childhood Supervisors in the Bureau of Elementary Education at the State Department of Education."

"I am using the flexible funding formula to increase the number of classes for students already on our waiting lists. At least one new class will begin in January."

## 8 Comments Indicating Additional Funds Are Needed

"No funds to purchase developmentally-appropriate playground equipment."

"Insufficient appropriate outside equipment."

"Outdoor play equipment." (needed)

"Equipment such as large storage areas, T.V. and VCR, filing cabinets, refrigerator." (needed)

"If this program continues to be available, hopefully, to local systems, please provide additional funding for salary increases based on years of experience for program personnel. Otherwise program personnel will have to change each year and such a loss in stability/longevity could adversely affect program structure."

"Not enough money for teacher's salaries and equipment."

"Need monies available for speech therapy."

"Travel, snacks, field trips, etc. need separate categories rather than materials and supplies."

## 2 Comments in Reaction to 10% of Funds for Materials/Supplies

"The use of only ten percent (10%) of the total allotment for materials and supplies was a draw-back for our system."

"It would be beneficial to the program to be able to budget 10% for materials and supplies, plus money for travel, field trips, snacks, etc. separately."

Summary Statements

- The program strengths most often identified by local program coordinators included program quality, especially the developmental aspects of the program, (95.6%); support from administrators and faculty (95.6%); the quality of teachers and aides (93.3%); and early identification and assistance to at-risk students (80.0%).

- Self-identified program weaknesses most often included limited parental involvement in the instructional areas (40.0%), the timing of the Early Childhood Conference (40.0%), limited parental participation in terms of numbers involved (37.8%), and insufficient time to plan the program once classes/budgets are approved (28.9%).

- Twenty (44.4%) of the coordinators provided a total of 29 comments that addressed the funding of the 1993-94 Program. Fourteen comments were negative in tone, while five were positive. The remaining 10 comments concerned the need for additional funds or addressed the maximum allowable allocation for materials/supplies.

## SUMMARY

In addition to the summary statements that followed each preceding section of this report, the general characteristics of the 1993-94 Starting Points Preschool Program are summarized in Table 24. The five data sources that were described earlier in the report were used to prepare Table 24.

## TABLE 24. CHARACTERISTICS OF THE 1993-94 STARTING POINTS PRESCHOOL PROGRAM

| | |
|---|---|
| PURPOSE | Provide quality early childhood education services to at-risk four-year-olds who meet two federal and three state eligibility criteria. |
| FUNDING | $3,362,922 from the U. S. Child Care and Development Block Grant Act of 1990 (Act 658). For 1993-94, the per-pupil allocation was calculated to be $2,751.98, while the per-pupil contact-hour allocation was calculated to be $2.55. |
| INVOLVEMENT OF LEAs | By October 1, 1993, 45 systems and 76 schools were participating, serving children in 83 classes (50 nonprorated and 33 prorated classes). The majority of classes were housed in school facilities rated as being "excellent" (28.9%) or "good" (45.8%) in quality. Of the 83 teachers, 79.5% were fully certified in Nursery School, Kindergarten, or Early Childhood Education. |
| CHILDREN SERVED | As of October 1, 1993, a total of 1,593 children were enrolled, with 1,222 children funded by Starting Points, and 371 funded by other sources. Of the Starting Points participants, 66.6% were from families with an annual household income under $16,342, and 62.7% of the children were from single-parent/guardian homes. |
| PARENT/ GUARDIAN INVOLVEMENT | Of the 1,578 parents/guardians, 81.4% were working full-time, 9.7% were enrolled in a job training/education program full-time, and 8.9% were working and in a job training/education program on a part-time basis.<br><br>Of the 45 systems, 97.8% held individual parent/teacher conferences. In 97.8% of the systems, parents/guardians can visit classrooms when it is convenient or on their days off.<br><br>Workshops/parent meetings were held in 91.1% of the systems. The percentage of parents/guardians most frequently cited as typically attending workshops/parent meetings was 25 to 49% (cited by 31.1% of the coordinators). Alternatives for workshop attendance or classroom visitation were in place in 28.9% of the systems. |
| MAJOR PROGRAM STRENGTHS | Program quality, especially developmental aspects (95.6%)<br>Support from administration/faculty (95.6%)<br>Quality of teachers/aides (93.3%)<br>Early identification and assistance to at-risk students (80.0%) |
| MAJOR PROGRAM WEAKNESSES | Limited parent involvement in instructional areas (40.0%)<br>The timing of the Early Childhood Conference (40.0%)<br>Limited parental participation - numbers involved (37.8%)<br>Insufficient time to plan the program once classes/budgets are approved (28.9%)<br>Insufficient funds for materials or supplies (24.4%)<br>Unsatisfactory classrooms (24.4%) |

In order to provide an overview of the early childhood services that have been provided through the Starting Points Preschool Program since its inception in 1992-93, system-level data relative to the 1993-94 Program were compared with similar information about the 1992-93 Program. Most of the data used in these comparisons were collected through the use of the Project Description Survey (PDS) instruments, specifically designed for the 1992-93 and 1993-94 program years. In the previous discussion of data sources, important differences between these two PDS instruments were noted.

Table 25 provides a summary of findings relative to the 1992-93 Program, as well as those key findings reported on the 1993-94 Program. The final column of Table 25 contains summary statements that address program growth during the two years since the Department of Education has administered the Starting Points Preschool Program. For each characteristic under consideration in the table, the summary statements are based upon the comparison of 1992-93 data with 1993-94 data.

The Block Grant funds have been used to provide early childhood education services in many school systems located across the state. In both program years, the majority of the coordinators cited numerous strengths of the program, with the quality of this program, cited most frequently. As can be determined from Table 25, during the 1993-94 Program year, the Starting Points Preschool Program was expanded to include the participation of additional school systems, schools, classes, and at-risk four-year-old participants. However, program funding and the eligibility criteria place limits on the children who can be served through Starting Points. In addition, the criterion requiring parents/guardians to be employed or enrolled in a job training/education program may also influence the parent involvement component since these parents/guardians have less time to participate in program activities.

## TABLE 25. THE STARTING POINTS PRESCHOOL PROGRAM A COMPARISON OF THE 1992-93 AND 1993-94 PROGRAM YEARS

| CHARACTERISTIC OF PROGRAM YEAR | 1992-93 PROGRAM YEAR[1] | 1993-94 PROGRAM YEAR[2] | SUMMARY ACROSS BOTH PROGRAM YEARS |
|---|---|---|---|
| No. Starting Points participants (as of October 1 reporting dates) | 1,143 | 1,222 | The 1993-94 enrollment exceeded that of 1992-93 by 79 children. |
| Total allocation from Block Grant[3]<br>• State-level per-pupil allocation<br>• Per-pupil contact-hour allocation | $3,362,922.00<br>$2,942.19<br>$2.72 | $3,362,922.00<br>$2,751.98<br>$2.55 | As a result of the increase in enrollment for 1993-94, both the per-pupil allocation and the per-pupil contact-hour allocation decreased in comparison with the 1992-93 Program. |
| No. of participating:<br>• Public school systems<br>• Nonpublic schools/systems<br><br>No. school systems in:<br>• First year of participation<br>• Second year of participation | <br>42<br>0<br><br><br>42<br>0 | <br>44<br>1<br><br><br>4<br>41 | Of the 42 public school systems funded in 1992-93, 41 systems continued to participate in the 1993-94 Program. Three additional public school systems, as well as one nonpublic school, began to implement local Starting Points Preschool Programs during the 1993-94 school year. |
| Starting Points participants were served in:<br>• No. of classes<br>• No. of schools | <br>62<br>57 | <br>83<br>76 | During 1993-94, an increase was seen in the number of classes and schools providing Starting Points services. |

[1] Unless otherwise noted, summary statistics for program year 1992-93 were presented in the 1992-93 Starting Points Preschool Program Evaluation Report Part I: Program Description Report (February 1993)

[2] Unless otherwise noted, summary statistics for program year 1993-94 are presented in the current report, the 1993-94 Starting Points Preschool Program Evaluation Report Part I: Program Description Report (May 1994)

[3] Appendix A of this report is a letter that documents the total allocation for each program year. The statistics reported in this row of Table 25 were calculated as described in the footnotes that accompany Table 1 of the current report.

TABLE 25 (Continued). THE STARTING POINTS PRESCHOOL PROGRAM
A COMPARISON OF THE 1992-93 AND 1993-94 PROGRAM YEARS

| CHARACTERISTIC OF PROGRAM YEAR | 1992-93 PROGRAM YEAR[1] | 1993-94 PROGRAM YEAR[2] | SUMMARY ACROSS BOTH PROGRAM YEARS |
|---|---|---|---|
| No. coordinators who indicated some classrooms have unsatisfactory features | 7 | 11 | During the 1993-94 Program, each of the following increased: the number of classes housed in school facilities rated as "excellent" or "good" in quality, and the percentage of systems identifying the quality of facilities as a major program strength. In 1993-94, there was also a slight increase in the number of coordinators who reported that some classrooms had unsatisfactory features. |
| No. of these classes housed in a school rated as being excellent or good in quality of facilities | 50 | 62 | |
| Percent of systems identifying quality of facilities as a major program strength | 52.4 | 57.8 | |
| Percent of classes: | | | When compared to the 1992-93 Program, both the percentage of classes meeting the class size regulation and the percentage of classes filled to the maximum of 20 children increased. In the 1993-94 Program, 60.2% of the classes were nonprorated, while 34.9% of the classes were filled with the maximum number of Starting Points participants (20). |
| • That met class size regulation of 16 - 20 children | 96.8 | 98.8 | |
| • Filled to maximum of 20 children | 50.0 | 65.1 | |
| • That enrolled 20 Starting Points participants as of October 1. | 50.0 | 34.9 | |
| Percent of systems that held parent workshops/meetings | 83.3 | 91.1 | In the second program year, the percent of systems that held parent workshops or meetings increased, as did the number of systems reporting that 50% or more of the parents/guardians typically attended the workshops/meetings. |
| No. systems with 50% or more of parents/guardians typically attending workshops/meetings | 14 | 20 | |

TABLE 25 (Continued). THE STARTING POINTS PRESCHOOL PROGRAM
A COMPARISON OF THE 1992-93 AND 1993-94 PROGRAM YEARS

| CHARACTERISTIC OF PROGRAM YEAR | 1992-93 PROGRAM YEAR[1] | 1993-94 PROGRAM YEAR[2] | SUMMARY ACROSS BOTH PROGRAM YEARS |
|---|---|---|---|
| Percent of systems that: | | | During the 1993-94 Program, an increasing percentage of participating systems used the parent involvement activities of holding individual conferences, encouraging parents to help with daily activities, and/or asking parents to help with activities outside of the classroom. In addition, an increasing percentage of systems allowed parents to visit when it was convenient and/or held the parent activities to accommodate the schedules of parents. |
| • Held individual parent/teacher conferences | 92.9 | 97.8 | |
| • Encouraged parents to help with: | | | |
| •daily activities | 76.2 | 77.8 | |
| •activities that are outside of the classroom | 90.5 | 91.1 | |
| • Accommodated work/training schedules of parents/guardians | 64.3 | 77.8 | |
| • Allowed parents to visit when convenient or on days off | 23.8 | 97.8 | |
| Percent of systems reporting these areas as major program strengths: | | | With the exception of state-sponsored staff development opportunities, the most frequently cited strengths of the 1993-94 Program year were consistent with those identified for 1992-93. Excluding the state-sponsored staff development opportunities, the percentage of systems identifying these as strengths increased during the 1993-94 Program. |
| • Program quality, especially developmental aspects | 90.5 | 95.6 | |
| • Support from administration and faculty | 90.5 | 95.6 | |
| • Quality of teachers and aides | 83.3 | 93.3 | |
| • Early identification and assistance to at-risk students | 78.6 | 80.0 | |
| • State-sponsored staff development opportunities | 83.3 | 55.6 | |

TABLE 25 (Continued). THE STARTING POINTS PRESCHOOL PROGRAM
A COMPARISON OF THE 1992-93 AND 1993-94 PROGRAM YEARS

| CHARACTERISTIC OF PROGRAM YEAR | 1992-93 PROGRAM YEAR[1] | 1993-94 PROGRAM YEAR[2] | SUMMARY ACROSS BOTH PROGRAM YEARS |
|---|---|---|---|
| Percent of systems reporting these areas as program weaknesses: [4] | | | For both program years, the most frequently cited program weaknesses focused on the limited involvement of parents and the funding of the Starting Points Preschool Program. |
| • Limited parental involvement in instructional areas | 54.8 | 40.0 | |
| • The timing of Early Childhood Conference | NA[5] | 40.0 | |
| • Limited parental participation - numbers involved | 28.6 | 37.8 | |
| • Insufficient time to plan program once classes/budgets are approved | NA[5] | 28.9 | |
| • Insufficient funds for materials/supplies | NA[5] | 24.4 | |
| • Unsatisfactory classrooms | NA[5] | 24.4 | |

[4] Based on comments coordinators made in 1992-93, the PDS item used to assess program weaknesses was revised in 1993-94. As a result of these revisions, for the 1992-93 Program year, percentages were available for only two of the weaknesses shown in column 2, but not for the others. However, in 1992-93, the following areas had been cited as program weaknesses:

Limitations associated with insufficient funding (35.7%)
Limited facilities/equipment (26.2%)
Lack of staff development that provides training in the implementation of developmentally-appropriate techniques (14.3%)

[5] NA = Not Available. (This information was not available through the 1992-93 PDS.)



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APPENDIX MATERIALS

STATE OF LOUISIANA
**DEPARTMENT OF EDUCATION**
P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064



December 3, 1992

Mr. William Ludwig, Deputy Secretary
Department of Social Services
755 Third Street -- 2nd Floor
P.O. Box 3776
Baton Rouge, Louisiana 70821

Dear Mr. Ludwig:

Thank you for your letter allocating the Department of Education $4,062,922 of the U.S. Child Care and Development Block Grant for the purpose of early childhood development and before/after school programs. We are very pleased with the success of both our Starting Points Preschool Program and the After-School Tutorial/Summer Enrichment Program. We plan to continue funding these programs at the same level as in the prior year:

| | |
|---|---|
| Starting Points Preschool Program | $3,362,922 |
| After-School Tutorial/Summer Enrichment Program | $ 700,000 |

I appreciate your concern regarding supplanting. Please be assured that the Department of Education will make every effort to ensure that these funds are spent in an appropriate manner.

Sincerely,

Raymond G. Arveson, Superintendent
Louisiana Department of Education

RGH:MLJ:ch

cc: Dr. Moselle A. Dearbone, Assistant Superintendent
Office of Academic Programs

Dr. Mary Louise Jones, Director
Bureau of Elementary Education

Ms. Marilyn Langley, Deputy Superintendent
Office of Management and Finance

*"An Equal Opportunity Employer"*

# APPENDIX B

Selected Pages From

Starting Points Preschool Program,
Guidelines for Completing the Application

(Distributed June 1992)

The Bureau of Elementary Education, Office of Academic Programs, Louisiana Department of Education, prepared the Starting Points Preschool Program, Guidelines for Completing the Application to help interested systems apply for funding. The following two pages were taken from the guidelines, distributed in June 1992. These pages provide information on allowable and nonallowable expenses, as well as the sliding scale used to determine household income eligibility.

For the 1993-94 Program year, the guidelines were revised to include an updated sliding scale. Copies of the revised guidelines, with the updated sliding scale, were mailed to systems that applied for the 1993-94 Program.

However, as this evaluation was being planned, the revised guidelines were not available to the evaluators. For this evaluation report, household income/family size data were thus collected according to the sliding scale issued in 1992.

## ALLOWABLE EXPENSES

All program budgets must be approved by the Bureau of Elementary Education. A detailed list of materials, supplies, and equipment must also be approved before expenditures can be made. Program funds may be used for the following:

- salaries and benefits for both the teacher and the aide,
- classroom materials and supplies,
- classroom furnishings for the children,
- resource books and materials for the teacher,
- nutritious snacks for the children,
- field trips,
- parent involvement activities,
- travel expenses to attend state-wide conference for all Starting Points teachers.
- substitute pay for teachers to attend state conference.

Program funds **may not** be used for the following:

- construction and remodeling;
- developmentally **inappropriate** materials such as workbooks, ditto masters, etc.;
- computer and video equipment;
- teacher furniture such as desk, filing cabinets, etc.;
- office equipment such as ditto machines, adding machines, typewriters;
- large appliances such as refrigerators, microwaves, etc.;
- travel and expenses for local supervisors to monitor classes;
- PIPS increments, unemployment insurance.

## TIMELINE

**Pages 13 and 14**

Complete the timeline as indicated. Deadlines required by the Department are filled in for you. At the end of the year, you will return this form to the Department with the column labeled "Date Completed" filled in.

ATTACHMENT 1

# SLIDING SCALE TO DETERMINE INCOME ELIGIBILITY

| Number in Household | Annual Household Income (Earned) |
|---|---|
| 2 | $16,341 |
| 3 | $19,762 |
| 4 | $23,773 |
| 5 | $27,784 |
| 6 | $31,793 |
| 7 | $35,802 |
| 8 | $39,812 |
| 9 | $43,821 |
| 10 | $47,831 |
| 11 | $51,839 |

# STARTING POINTS PRESCHOOL PROGRAM

## PROGRAM REGULATIONS

**Bulletin 1934**

**Approved by the State Board of Elementary and Secondary Education**

**May, 1992**

**Revised - July, 1993**

**Bureau of Elementary Education**
**Office of Academic Programs**
**Louisiana Department of Education**
**P.O. Box 94064**
**Baton Rouge, Louisiana 70804-9064**
**(504) 342-3366**

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## Introduction

The Department of Social Services, lead agency for the Child Care and Development Block Grant, has allocated 18.75% of Louisiana's total child care funds to the Louisiana Department of Education for program development under Act 658 H. The purpose of Act 658 H is to assist low income families by providing quality early childhood programs.

## Program Philosophy

Local Starting Points Preschool Programs will adhere to the developmental philosophy as outlined by the National Association for the Education of Young Children. Developmentally appropriate practices have proven to be effective in early childhood education. Inherent in this philosophy is the provision of a child-centered program directed toward the development of cognitive, social, emotional, communication and motor skills in a manner and at a pace consistent with the needs and capabilities of the individual child.

## Eligibility Criteria

In order to qualify for the Starting Points Preschool Program, participants must be

- one year younger than the age eligible for kindergarten;
- residing in a family whose mean income is no more than 75 percent of the state median income for a family of the same size;
- at-risk of being insufficiently ready for the regular school program based on screening results
- from families who agree to participate in various activities associated with the program;
- from families with both parents (or guardians) involved in one of the following:
  - > attending a job training or education program full-time, or
  - > working full-time, or
  - > in job training part-time and working part-time.

## Eligibility Definitions

**Attending (a job training or educational program):**

To be present for training or educational programs as scheduled except when absent for such reasons as illness or family emergency.

**Job Training or Educational Program:**

A program of training to prepare a parent/guardian for gainful employment; at the completion of the training period, or reasonably thereafter, the participant could reasonably be expected to fully or substantially support the family. The training or educational program can be in any public or private licensed, accredited or recognized educational program which normally requires enrollment or leads to receipt of a high school diploma or equivalency certificate, provided that the institution is legally authorized or recognized by the State.

**Part-time (job training or educational program):**

Part time status as determined by the institution.

**Working:**

A person who is employed at least 20 hours per week is considered as meeting the requirement to be classified as a working parent/guardian. This definition could also cover a brief period (up to 30 days) to accomplish a job search to obtain employment.

**Family:**

A basic family unit consisting of one or more adults and their dependent children, whether or not related by blood or law, and residing in or being part of the same household. Children living under the care of individuals not legally responsible for their care are to be considered part of the family.

**Income:**

Basic income eligibility would be based on 75% of the state median income adjusted for family size. Gross earned income is used in determining eligibility.

## Screening

The screening of children potentially eligible for program participation shall be accomplished through the use of those sections in one or more of the following instruments specifically designed for the identification of high-risk four-year-olds:

1. Brigance Pre-School Screen for Three- and Four-Year-Old Children
2. Developmental Indicators for the Assessment of Learning (DIAL-R)
3. Denver Developmental Screening
4. Early Recognition Intervention Systems (ERISys)
5. Batelle Developmental Inventory - Screening Test

While the test developers may suggest a benchmark score, the local nonpublic school / school system shall enroll income-eligible students with the lowest score on the screening assessment.

## Income Verification

Parents (or guardians) applicants must present <u>one</u> of the following forms of income verification:

1. Check stub from employer,
2. W-2 form, or
3. Notarized statement of earnings from employer.

A copy of the verification must be maintained on file by the local nonpublic school / school system.

## Employment Verification

Parents (or guardians) must present verification of gainful employment. This verification can be <u>one</u> of the following:

1. Latest check stub,
2. Statement from employer, preferably on letterhead, indicating employment, or
3. W-2 form.

A copy of the verification must be maintained on file by the local nonpublic school/school system.

**Job Training/ Educational Program Verification**

If a parent or guardian is enrolled in a job training or educational program, one of the following forms of verification must be presented:

1. Registration receipts
2. Letter from institution indicating enrollment

A copy of the verification must be maintained on file by the local nonpublic school/school system.

**Changes in Eligibility Requirements**

The parent(s) (or guardian) must report any changes in their eligilibity criteria within ten working days of the change.

**Class Size**

There will be a minimum of 16 students and a maximum of 20 students per class.

**Pupil/Teacher Ratio**

There will be one certified teacher and one paraprofessional for each class.

**Teacher Qualifications**

Each classroom teacher must be certified in one of the following areas:

1. Early childhood education,
2. Nursery school education, or
3. Kindergarten.

**Length Of School Day And School Year**

The length of the school day and the school year shall follow the provisions established in R.S. 17.154.1. The school day that systems operate shall be a full day with a minimum of 330 minutes of instructional time per day. Instructional days will be based upon the school calendar of each local nonpublic school/school system with a minimum of 175 days of instruction.

**Program Location**

Programs will be placed in low-income areas (as determined by the allocation process utilized by the ESEA Chapter 1 programs)based upon the submission of a proposal and final approval by the Board of Elementary and Secondary Education (BESE). Programs may be placed in both public and approved non-public schools which comply with Brumfield-Dodd.

## Health Requirements

All children enrolled in the Starting Points Preschool Program will comply with the immunization requirements as established by the Department of Health and Hospitals. All local nonpublic schools/ school systems will administer a vision and hearing screening test to each student.

## Curriculum

The curriculum for the Starting Points Preschool Program shall be developmentally appropriate and address all areas of learning: social, emotional, cognitive, and physical.

## Yearly Report

Each local nonpublic school/ school system will be required to report annually to the Louisiana Department of Education documenting the effectiveness of the program. The nonpublic school/ school system must also submit a final budget detailing exactly how the allocated funds were spent.

## Monitoring

Program Managers (supervisors) from the Bureau of Elementary Education will evaluate each program to ensure that program regulations are being met and that developmentally appropriate practices are being implemented. The *Environment Rating Scale* will be the instrument used to measure the effectiveness of the program. Sites will be monitored on a yearly basis until a composite score of 5.0 is attained on the scale. After the first year, programs will be visited and evaluated if

- a score of 5.0 was not attained the previous year on the *Environment Rating Scale*, or
- the classroom teacher is new to the program.

Programs that attain a 5.0 will be monitored every other year. Records will be reviewed each year.

## Adherance To Regulations

Local nonpublic schools/ school systems must adhere to all state and federal regulations. Failure to do so will result in withdrawal of program funds.

## Religious Activities

According to the federal regulations for the US Child Care and Development Block Grant, funds provided "under grant or contract may not include sectarian worship or instruction."

APPENDIX D

# LOUISIANA DEPARTMENT OF EDUCATION
## BUREAU OF EVALUATION
## 1993-94 STARTING POINTS PRESCHOOL PROGRAM
## PROJECT DESCRIPTION SURVEY
## (Revised 9/93)

The Louisiana Department of Education is conducting an evaluation of the Starting Points Preschool Program. Early Childhood Coordinators in participating school systems are asked to provide the following information relative to preschool classes either totally or partially funded by the Starting Points Preschool Program. Data previously collected through the use of the 1993-94 Starting Points Student Application Forms and Student Rosters can be used in completing the following:

PROJECT COORDINATOR:_____ PHONE NUMBER:_____

NONPUBLIC SYSTEM NAME:_____

NONPUBLIC SCHOOL NAME:_____

SUPERINTENDENT VERIFICATION:

I verify that the information contained in this Project Description Survey is accurate and complete.

_____ _____

Superintendent's Signature Date

Return by November 19, 1993, to:

Barbara Abshire
Louisiana Department of Education
Bureau of Evaluation
3455 Florida Boulevard
Baton Rouge, Louisiana 70806
Telephone: (504) 342-5209
Fax (504) 342-1912

I. Location and Enrollment Data

In the table below, please provide the following information for each class serving any number of children through the Starting Points Preschool Program:

School - Provide the name of the school where each class containing Starting Points Preschool children is housed during the 1993-94 school year.

School Code - Provide the 6 digit school code for each school.

Student Enrollment - Indicate the total number of children enrolled in the class as of October 1, 1993. If the class contains children in addition to those funded by the Starting Points Preschool Program, record the number of children served by each funding source.

Quality of Facilities - For each class containing Starting Points Preschool children, please rate the quality of the school facilities by circling one of the letters:

E = Excellent G = Good F = Fair P = Poor

Enter data as described above for each class containing Starting Points Preschool Program children.

| CLASS | SCHOOL | SCHOOL CODE | STUDENT ENROLLMENT BY FUNDING SOURCE | | | | | | QUALITY OF FACILITIES |
|---|---|---|---|---|---|---|---|---|---|
| | | | Total Students in Class | Starting Points | Chapter 1 | Model Early Childhood | Special Education | Other | |
| 1 | | | | | | | | | E G F P |
| 2 | | | | | | | | | E G F P |
| 3 | | | | | | | | | E G F P |
| 4 | | | | | | | | | E G F P |
| 5 | | | | | | | | | E G F P |
| 6 | | | | | | | | | E G F P |

NOTE: THE REMAINING SURVEY ITEMS RELATE TO THE STARTING POINTS PRESCHOOL PROGRAM ONLY. PLEASE PROVIDE SUMMARY DATA FOR STARTING POINTS CHILDREN AND FOR THE STARTING POINTS PROGRAM FOR YOUR SYSTEM AS A WHOLE.

II. Teacher qualifications: Please indicate the number of teachers who are funded by the Starting Points Preschool Program (as of October 1) and who have the following credentials:

1. Fully certified in Nursery School, Kindergarten, or Early Childhood Education _____
2. Employed under special conditions - Fill in numbers of teachers under each type listed below:

   a. Circular 665 a._____
   b. Temporary Emergency Certificate b._____
   c. Provisional Certificate c._____
   d. Emergency Permit d._____
   e. Temporary Certificate e._____

3. Neither fully certified nor employed under special conditions _____

III. Applicant and Participant Information (Refer to the Starting Points Student Application Forms to provide these aggregate data.)

1. How many applicants did you have for the Starting Points Program? _____
2. How many of these applicants were eligible for the program? _____
3. Which screening instrument(s) was(were) used to identify the participants as a -risk students?

   ____a. Brigance Pre-School Screen for Three and Four-Year-Old Children
   ____b. Developmental Indicators for the Assessment of Learning (DIAL-R)
   ____c. Denver Developmental Screening Test
   ____d. Early Recognition Intervention System (ERISys)
   ____e. Batelle Developmental Inventory
   ____f. Other (What?_____)
   (Why used?_____)

4. If some of the eligible applicants could not be served due to lack of space in the Starting Points classes, which of the following actions was taken?

   ____a. The children were placed on a waiting list and then replaced children who dropped.
   ____b. Families were sent to another school site and children were served by the program.
   ____c. Families/children were referred to another educational program offered by the system (or to another nonpublic school).
   ____d. A referral was made to another Agency or Child Care service.
   ____e. Other. (Please specify_____
   _____)

5. How many of the participating children were identified as:

   a. American Indian or Alaskan Native _____
   b. Asian or Pacific Islander _____
   c. Black _____
   d. Hispanic _____
   e. White _____

6. How many of the participating children live in single-parent/guardian homes? _____

IV. Parents/Guardians and Household Data (Refer to the Starting Points Student Application Forms to provide these aggregate data.)

1. Please indicate the total number of participating families in the appropriate earned income/number of people in the household block of the table below. (e.g., If 2 families have earnings in the $16,342 - $19,762 income bracket, and have 3 people in the household, place the number 2 in the block where the "$16,342 - $19,762" row intersects the "3 people" column.)

| INCOME CATEGORY | NUMBER OF PEOPLE IN HOUSEHOLD | | | | | | | | | | TOTAL FAMILIES |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 OR MORE | |
| $ 0 - 16,341 | | | | | | | | | | | |
| $16,342 - 19,762 | | | | | | | | | | | |
| $19,763 - 23,773 | | | | | | | | | | | |
| $23,774 - 27,784 | | | | | | | | | | | |
| $27,785 - 31,793 | | | | | | | | | | | |
| $31,794 - 35,802 | | | | | | | | | | | |
| $35,803 - 39,812 | | | | | | | | | | | |
| $39,813 - 43,821 | | | | | | | | | | | |
| $43,822 - 47,831 | | | | | | | | | | | |
| $47,832 - 51,839 | | | | | | | | | | | |

Note: In items 2, 3, and 4, please provide summary information that takes into account all parents/guardians responsible for each Starting Points child. Include the total number of parents/guardians in the appropriate category when responding to these items.

2. Please indicate the total number of parents/guardians in the appropriate work or school-training categories.

   a. Working full-time _____
   b. In school or job training full-time _____
   c. Part-time working and part-time in school/job training _____

   Total _____

3. How many parents/guardians of the children who are enrolled in your Starting Points Preschool Program have jobs in the following occupational categories? Enter the total number of parents/guardians in the blank beside each category.

| | |
|---|---|
| a. Unskilled workers | ____ |
| b. Skilled workers | ____ |
| c. Office or sales | ____ |
| d. Professional | ____ |
| e. Manager/owner | ____ |
| f. Unemployed | ____ |
| Total | ____ |

4. Please indicate the highest educational level completed by the parents/guardians by entering the total number of parents/guardians having completed the appropriate educational levels listed.

| | |
|---|---|
| a. Less than grade 6 | ____ |
| b. Grades 6 - 9 | ____ |
| c. Grades 10-12 | ____ |
| d. High school graduate | ____ |
| e. Some college | ____ |
| f. College graduate | ____ |
| Total | ____ |

V. Parent Involvement

1. Check any of the following parental involvement activities that are used in your system. (Check all that apply to your system.)

____a. Hold individual parent/teacher conferences.
____b. Hold parent workshops or meetings.
____c. Provide a parent's bulletin board and/or message center.
____d. Send frequent messages to parents relating to each child's activities.
____e. Provide a parent handbook that includes the program philosophy, policies, and procedures.
____f. Conduct home visits.
____g. Inform parents of ways they may contribute to their child's development.
____h. Encourage to volunteer in classroom to help with daily activities.
____i. Encourage to volunteer to help with activities that are outside of the classroom (e.g., assist in cafeteria, make materials/snacks, or help with field trips).
____j. Hold open house.
____k. Inform parents of activities through calendars or newsletters.
____l. Request that parents help child with at-home learning activities.
____m. Involve parents by using other activities such as:_____
_____

2. If your system offers parent workshops or meetings, check one of the following to indicate the percentage of parents who typically attend the workshops or meetings.

____a. Less than 25% of parents
____b. 25 - 49% of parents
____c. 50 - 74% of parents
____d. 75% or more of the parents
____e. Not applicable to this system

3. What special provisions are offered by the school system to facilitate parental involvement? (Check all that apply to your system.)

___a. All parent involvement activities are scheduled to accommodate the work/training schedules of parents/guardians.
___b. Parents can visit the classroom when it is convenient or on their days off.
___c. Newsletters or other formal communication mechanisms are used to announce activities and keep parents informed.
___d. Child care assistance is provided for workshop/meeting events.
___e. Alternatives for workshop attendance or classroom visitation are in place. (Please specify _____)
___f. An agency or another program also provides assistance to our participating families. (Please specify _____ _____)

VI. Program Assessment

1. Among the eligibility criteria required for participation in the Starting Points Preschool Program, was there any one criterion that was more difficult for applicants to meet than any other?

___a. No
___b. Yes. If so, which one among those listed below?

___1. The criterion that the parents/guardians must be working or in training
___2. The criterion regarding household income
___3. The age criterion
___4. The criterion that participants' screening results indicate that they are at risk
___5. The parental involvement criterion
___6. Other (Please specify _____ _____)

2. Among the following, which are the major strengths of your 1993-94 Starting Points Preschool Program? (Check all that apply, and add additional areas, as appropriate.)

___a. Program quality, especially developmental aspects of program
___b. Parental involvement and participation
___c. Support from administration and faculty
___d. Support from community
___e. Quality of teachers and aides
___f. Early identification and assistance to at-risk students
___g. Health and medical services
___h. Quality of facilities
___i. Staff development opportunities (locally-sponsored)
___j. Staff development opportunities (state-sponsored)
___k. Coordination with other programs such as: _____ _____)
___l. Other (Please specify _____ _____)

3. Among the following, which are the major weaknesses of your 1993-94 Starting Points Preschool Program? (Check all that apply, and add additional areas, as appropriate.)

___a. Insufficient time to plan the program once classes/budgets are approved
___b. Limited transportation services
___c. Insufficient funds for supplies or materials
___d. Limited equipment
___e. Limited parental participation in terms of numbers involved
___f. Limited parental involvement in the instructional areas (e.g., reading stories, making materials, helping with art projects.)
___g. Limited support from school administrators
___h. Lack of properly certified teachers
___i. Insufficient training in the implementation of developmentally-appropriate techniques
___j. Lack of health services
___k. The timing of the Early Childhood Conference
___l. Other limitations associated with funding (Please specify_____
_____)
___m. Unsatisfactory classroom(s) (Please explain_____
_____)
___n. Other (Please specify_____
_____)

VII. Comments

Use the space below to make any additional comments about your local program. You may continue on the back if more space is required.

THANK YOU FOR YOUR CONTINUED COOPERATION AND SUPPORT.
GOOD LUCK WITH YOUR 1993-94 PROGRAM.